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交替传译笔记的训练

——以非全日制 MTI 学生为例

Note-taking in Consecutive Interpreting

——Training Working MTI Students

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Abstract

Note-taking is a useful skill for consecutive interpreting. As an important memory aid, notes can ensure the success of interpreting when done properly or may cause failure if taken the wrong way.

In recent years, about 158 institutions have received permission from Ministry of Education to host MTI (Master of Translation and Interpreting) programs, which target at training professional translators and interpreters. Both full-time and part-time students are enrolled in the MTI programs. The training offered for both are basically the same, but the latter differs from the former in that part-time students have more time off-campus and need to rely mostly on self-training and practice. Ways need to be developed to help working MTI students to train themselves. This dissertation takes working MTI as an example to discuss suitable ways of CI note-taking training for those students.

This dissertation is composed of six parts including introduction and conclusion.

Chapter I is the introduction specifying the purpose of this dissertation, research background and significance.

Chapter II gives a review on the literature home and abroad in this line.

Chapter III defines the CI notes, its importance of its existence and its relation to memory, subsequently their interaction with CI performance and quality. It also classifies current CI note-taking training and provides new insights.

Chapter IV discusses tailor-made training for working MTI. Some methods are presented, their practicabilities and how they can be carried out are also discussed.

Chapter V serves as a conclusion to all aspects mentioned above. This dissertation hopes that more attention can be paid to customized training for working MTI students.

Key Words: note-taking; training; working MTI

摘 要

交替传译是口译中最常见的一种形式，以其可操作性强和无需太多辅助设备而被广为采用。笔记是交替传译常见的记忆辅助方法，但是笔记一旦记得不好，如太慢、遗漏或者记错，都会给口译质量带来灾难性的影响。近年来，针对口译市场的巨大需求，截至 2012 年 6 月 8 日，国家批准了 158 所院校开办翻译硕士课程，专门培训职业化的译员。而非全日制翻译硕士培养和全日制的培养虽在手段上大致相同，但是由于口译技术必须依靠大量的练习才能提高，因此，非全日制学生和全日制学生在学习方法上有很大差别，即：他们有大量的非在校时间，大部分仰赖自学成材。本文以非全日制翻译硕士学生为例，探索非全日制翻译硕士学生在提高交替传译笔记能力的培训方法以及自训方法。

本文包括引言和结语共有五章。

第一章引言主要介绍作者研究目的，研究方法，研究背景以及意义。

第二章主要回顾了研究笔记以及笔记培训的中外文献资料。

第三章介绍了笔记的生成，用途，以及笔记和记忆之间的关系。讨论笔记是如何辅助记忆，二者如何影响口译质量。

第四章定义了在职和非在职 MTI，讨论专门为在职 MTI 量身定做的培训方法，并提出除了提供笔记的培训方法，更提出应该为非全日制翻译硕士学生提供就业指导，因为他们中有许多并非口译从业人士，而是希望将来能够从事该领域活动。

第五章总结交传笔记的培训方法，并希望各界能对非全日制翻译硕士培训以足够重视。

关键字：笔记 培训 方法

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Chapter I Introduction

1.1 Research Background

The establishment and development of MTI programs is a monumental move by Academic Degrees of the State Council (ADSC) under Ministry of Education to answer the call from our socialist market economy for high-level, practical and professional translators and interpreters. It is conservatively estimated that there are more than 500,000 translators and interpreters in domestic market with most of them partially employed(Zhang Jianwen[张建稳] and Li Taotao[李桃桃], 2008). According to The Explanation of ADSC document No.11 (2007) “Plans for Establishment of MTI (my translation)”, though a large number of both translators and interpreters are already working for promoting international economic exchanges and cooperation, the overall quality of either translating or interpreting services is yet satisfying the present market. As rare talents in the whole world, listed SI members of AIIC are approximately 2700 with only 55 of them dealing with verbal language of Chinese, among which less than 30 are in our country. According to Translators Association of China, the output in global translation market has reached over 13 billion US dollars and that for the Chinese market has also dwelt on around 20 billion RMB. However, our translation and interpreting market is immature and needs more regulation compared to some European and American countries. MTI offers a possibility for translation and interpreting professionalization.

Unlike MA, Master of Arts in Translation and Interpreting, which has a history of more than 30 years in China and focuses more on academic ability than professional ability, on language ability as a whole than specialized areas(Mu Lei, Wang Weiwei[穆雷, 王巍巍], 2011), MTI differs in both teaching objectives and modes and thus curriculums which in turn determine their outcome. By professionalization and specialization, MTI curriculums are targetted closely at the market, sparing excessive language skill training for more time on highly useful and

practical professional skills.

Further division can be made into MTI training that a fulltime and a part-time difference is observed. While students in the former training program study and receive training similar to those of MA, two terms a school year from autumn to summer for three years in a row, students in latter system attend school only in summer or winter vacations for three years. Besides school attendance, the student group is also diverse. The part-time MTI is more flexible for working people whereas full-time one imposes a stricter time requirement on students, which makes it less possible for working people to attend.

Previously it is mentioned that different objectives and modes result in different curriculums. Similarly, different student groups require different teaching aims, modes and curriculums. With working people composing most of part-time MTI students, it is natural to adopt training methods that suit this group of people more, in other words, tailor-made training for them. By saying tailor-made training, we should take a look at several facts about working MTI. Just as mentioned above, working people have difficulties following a rigid time arrangement so any training aimed at this group of people should take time allotment into consideration. Secondly, work experience accumulated and being accumulated on the one hand assists classroom learning on the other hand, asks for more profession-oriented teaching, which in turn is very much related to the type experience people have. Here we can see both the possibility and difficulties of tailor-made training therefore, to make such training feasible, we should further break training into classroom teaching and self-teaching. As to details of such training, much discussion has been done in this line and reasonable suggestions have also been raised. This dissertation is about to join in this discussion in hope of perfecting MTI training systems for bringing out more talents who can better serve international communication in all areas.

Whenever there is a barrier in communication, there is a need for a mediator, or an interpreter, whose working nature falls into different categories by different standards. Classified by interpreting content, it could be Community Interpreting, Medical Interpreting, Business Interpreting, Liaison or Bilateral Interpreting,

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